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CHAPTER III

THE RESEARCH METHODOLOGY

A. The Design of The Research

This research was an experimental research. According to Creswell (2012: 294) an experimental design is the traditional approach to conducting quantitative research. The method of the research was a pre-experimental research which will the one-group pretest-posttest design. L.R Gay (2000:389) said that the design involves a single group that is pretested (O), exposed to a treatment (X), and posttested (O). according to Cresswel (2008:301) pretest provides a measure on some attribute or characteristic that you asses for participants in an experiment before you receive a treatment. A posttest is a measure on some attribute or characteristic that is assessed for participants in an experimental after a treatment.

From the explanation above, the research design was a single group which will the one-group pretest-posttest design due to condition of the school and limitation of time. Therefore, the researcher took one class, in which the class will given pretest first, a treatment will done afterward by teaching retelling technique of narrative tex, and post test will done after the treatment.

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B. The Location and The Time of The Research

This research was conducted from March until May 2018, and the location of this research was at the first grade students of junior High School 34 Pekanbaru.

C. The Subject and The Object of The Research

The subject or the sources of this research was the first grade students of junior High School 34 Pekanbaru. Rather, the object of this research is the effect of the use of retelling technique of narrative text toward the students' speaking ability.

D. Population and Sample of The Research

1. Population of the research

The population of this research was the first grade students of Junior High School 34 Peknabaru. The population of this research was 180 students which is consist of 6 classes; VIII.1, VIII.2, VIII.3, VIII.4, VIII.5, VIII.6.

Table III.1

The total population of the second grade of Senior Junior School 34 Pekanbaru2017-2018

No.	Class	Total Students
1	VIII.1	30
2	VIII.2	30
3	VIII.3	30
4	VIII.4	30
5	VIII.5	30
6	VIII.6	30
Total		180

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2. Sample of the research

Since the design of the research referred to single group, the researcher took one class only as sample of the research. The researcher chose by using cluster random sampling, in the procedure the sample was selected in the group that had similar characteristic such as their intelligent and their by seeing their Minimum Criteria Achievement of speaking, can be categorize as follows:

No.	Class	Minimum Criteria Achievement of Speaking
1.	VIII.1	80
2.	VIII.2	79
3.	VIII.3	77
4.	VIII.4	78
5.	VIII.5	80
6.	VIII.6	78

Based on the table above, each class has same categories in speaking, by seeing their speaking score, so that's way the researcher use cluster random sampling technique to take the sample of this research. VIII.3 class was chosen as the sample of this research, the class has same characteristics and intelligent with all of the population, so VIII.3 class can represent all of the population to be the sample.

3. Technique of Data Collection

In this research to get some data the researcher used technique of collecting data namely test, to measure the data of the students' speaking ability in retelling, the researcher used oral test. Oral test was done two times. They are in pre-test and post-test. The procedure of the test as follows:

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a) Pretest

The pretest carried out in order to know the ability of the students before giving treatment in which the students were given a topic and then ask to do oral presentation.

b) Treatment

It was conducted after pretest. The researcher taught the students by using retelling technique after watching video.

c) Posttest

The posttest was carried out in order to know the ability of the students after giving treatment in which the students will given a topic and then ask to do oral presentation.

Moreover, both pretest and posttest have done by recording the students' oral presentation.

According to Harris (1989) speaking test should consist of five components to be rated, namely: pronunciation, grammar, vocabulary, fluency and comprehension.

a. Pronunciation

Table III.2
Pronunciation

score	requirement
5	Has few traces of foreign accent.
4	Always intelligible, though one is conscious of definite accent.
3	Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
2	Very hard to understand because of pronunciation problem. Must frequently be asked to repeat.
1	Pronunciation problems so severe as to make speech virtually unintelligible.

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a. Grammar

**Table III.3
Grammar**

score	requirement
5	Making few (if any) noticeable errors of grammar of word order.
4	Occasionally makes grammatical and/or word-order errors which do not, however, obscure meaning.
3	Making frequently errors of grammar and word-order which occasionally obscure meaning.
2	Grammar and word-order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic pattern
1	Errors in grammar and word-order are so severe as to make speech virtually unintelligible.

b. Vocabulary

**Table III.4
Vocabulary**

Score	Requirement
5	Using of vocabulary and idioms is virtually that of a native speaker.
4	Sometimes using inappropriate term/or must rephrase ideas because of lexical inadequacies.
3	Frequently using the wrong words, conversation somewhat limited because of inadequate vocabulary.
2	Missing of words and very limited vocabulary which make comprehension quite difficult
1	Vocabulary limitation is so extreme as to make conversation virtually impossible.

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c. Fluency

**Table III.5
Fluency**

Score	Requirement
5	Speech as fluent and effortless as that of a native speaker.
4	Speed of speech seems to be slightly affected by language problems.
3	Speed and fluency are as rather strongly affected by language problems.
2	Usually hesitant; often forced into silence by language limitations.
1	Speech is so halting and fragmentary as to make conversation virtually impossible.

d. Comprehension

**Table III.6
Comprehension**

Score	Requirement
5	Appear to understand every without difficulty.
4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
3	Understand most of what is said at slower-than normal speed with repetitions
2	Have great difficulty following what is said. Can comprehend only “social conversation” spoken slowly and with frequent repetitions.
1	Cannot be said to understand even simple conversation English.

Note: for non-native speaker, 5 is the highest score.

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To collect the data, speaking result will evaluated by concerning five components and each component has score of level. Each component has 20, the highest score and the total of the component is 100. The table of category and score of speaking as follows:

Table III.7
category and score of speaking

Category	Score
5	17-20
4	13-16
3	9-12
2	5-8
1	1-4

F. Technique of Data Analysis

This research is a pre-experimental research. In this case, there is only one group pretest-posttest. To analysis the data, the researcher will use paired sample t-test, it happens because this research the assessment was taken two times or we call repeated measure.

To find out whether there is a significant difference or not between students' speaking ability before and after taught by using retelling story of narrative text, the researcher analyzed the difference of the data by using paired sample t-test formula using SPSS 20 version. According to Park (2009:15), paired sample t-test is used to compare two means score of one sample that is treated with different ways.

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When the researcher knows if there is a significant difference between pre-test and post-test, it is necessary to calculate the difference size by finding out eta square. Pallant (2010:247) mentions the formula of eta square as presented below:

$$\eta^2 = \frac{t^2}{t^2 + (n-1)}$$

note:

η^2 = eta squared

t^2 = t o,

n=the number of students.

The guidelines for interpreting the value of eta-squared which presented in the table below.

Table III.8

Guidelines for interpreting eta-squared

No	Category	Score
1	small	>0.01
2	moderate	>0.06
3	large	>0.14

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Related to the calculation, the researcher used the data to test the hypothesis. Those hypothesis are as follows:

Ha: there is a large effect size of teaching English by using retelling story of narrative text on students' speaking ability at second grade students of junior high school³⁴ pekanbaru.

Ho: there is no large effect size of teaching English by using retelling story of narrative text on students' speaking ability at second grade students of junior high school³⁴ pekanbaru.

G. The Validity and Reliability of The Test

1. The Validity of the test

According to Brown (2003) validity is measuring exactly what it is proposed to be measured. As Brown said the test is valid if it measures accurately what it is intended to be measured.

The test for testing students' speaking ability had to have validity. The test is valid if it measures accurately what it is intended to measure. According to Gay (2000:163-167) states that there are three types of validity. They are content validity, criterion-related validity, and construct validity. In this research, the researcher used content validity to know the validity of speaking skill test. According to Brown (2003:22) content validity is partly a matter of determining if the content that instrument contains is an adequate sample of the domain of content it is supposed to represent. Thus, the test was given based on the material studied by the students. The material of the test was taken from the textbook and other

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resources used by the second grade students of the junior high school 34 Pekanbaru.

2. Reliability of the test

Reliability refers to a situation when giving the same tests for the same students in different occasions. Yet, the scores are same or consistent. According to Brown (2003) the reliable test is the consistent and dependable test. The consistent thing refers to score whereas the dependable thing refers to the condition of the students, temperature and condition. It means that when giving the same test to the same students on the different occasions, but, in fact, the results are same, so that the test is reliable.

In this research, the reliability of the test was processed by SPSS 20 version, it can be seen in the following table:

Table III.8
The Reliability of the Test
case Processing Summary

		N	%
Cases	valid	30	100.0
	excluded*	0	0
	total	30	100.0

As mentioned by Arikunto (2009) the reliability for good classroom achievement tests are expected to exceed 0.0 and closed 1.00. he stated that reliability of test is considered as follows:

0.0-0.20 : reliability is poor

0.21-0.40 : reliability is satisfactory

0.41-0.70 : reliability is good

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0.71-1.0 : reliability is excellent

In short, the reliability of the tests as calculated above (0.856) was categorized into excellent level.

H. The Normality of the Test

In term of normality test of the data, it analyzed by using Kolmogorov-Smirnov test can be interpreted as follows:

Hypothesis:

H_0 : the data are normally distributed

H_a : the data are abnormally distributed

Testing Criteria:

If the probability (sig) > 0.05 H_0 is accepted

If the probability (sig) < 0.05 H_0 is rejected

Based on the criteria above, if sig kolmogorov-smilnov > 0.05, its mean that the test is normal, if if sig kolmogorov-smilnov < 0.05, the test is not normal.